

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
Grade Level/Band Standard:	5.E.1.1 Explain how supply and demand influences sellers in markets.	
Student Friendly Language:	I can explain how supply and demand affects prices of goods and services in our daily lives.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • 3rd Grade standards about resources, goods, and services. • Needing to trade to obtain wants and needs. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Supply and demand • Import and export 	<ul style="list-style-type: none"> • Market prices are determined by or directly related to supply and demand. 	<ul style="list-style-type: none"> • Develop and explain a logical argument as to how supply and demand affects their daily lives.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Supply • Demand • Import • Exports 	<ul style="list-style-type: none"> • Difficulty distinguishing between import and export. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1 OSEU 2 OSEU 7	<ul style="list-style-type: none"> • The Oceti Sakowin are taking steps to improve the lands and natural gifts. • The Oceti Sakowin are learning to be resilient, adapting to the market. • The Oceti Sakowin met their needs through supply and demand by trading. Example; the migration of the buffalo. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • I can explain how supply and demand affects prices of goods and services in our daily lives. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • N/A
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. • D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Track crude oil and gasoline prices based on the world oil market supply and demand on a daily and/or weekly basis. • Teachers can use the 5th grade history standards to tie in the colonial-era fur trade. 		
<i>Possible Civic Engagement Activities</i>		
<p>These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> • Students can track price differences between different stores/markets in their surrounding communities. 	<ul style="list-style-type: none"> • Students will learn how supply and demand affects the prices that different goods require in their community. 	